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INVESTIGATING THE EFFECT OF REWARD AND PUNISHMENT ON THE STUDENT'S LEARNING ACHIEVEMENT AND DISCIPLINE

Inda Indrawati¹
Universitas Madako

Marzuki²
Universitas Madako

Syafi'urrohman³
Universitas Madako

Agung Rinaldy Malik⁴
Universitas Madako

indawati@gmail.com¹

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ABSTRACT

This study aimed to investigate the effect of reward and punishment on student achievement and discipline. This study used a descriptive qualitative approach with the sampling technique, namely purposive sampling. The data was collected using interviews and documentation and was analyzed qualitatively. The research results showed several rewards and punishment types contribute to the student's learning achievement and discipline. The types of rewards that contribute effectively to students learning achievement are praise, respect and material prizes, and a sign of appreciation. In contrast, types of punishments that affect the students learning discipline are physical punishment and inconvenient punishment. In conclusion, the effect of reward and punishment on student achievement and discipline, among others, increases student enthusiasm for learning, motivates students to maintain achievement, and makes students more disciplined in learning.

Keywords: Discipline, Learning Achievement, Punishment, Reward

INTRODUCTION

Education is a learning process for students to understand something and be critical in thinking. Education is essential in the life process where with education we will get additional knowledge that is useful for living a better life. The goal is to educate and develop the potential of students. That way, every student is expected to have good knowledge, creativity, and personality. Education is also crucial to improve a nation's quality, a country is said to be advanced, and its quality is good.

Student learning achievement is the result obtained during the learning process carried out in the mastery of the task or subject matter received within a certain period, usually presented in a report card's form of values. It can also be relied on from student achievement as a teacher to provide lessons to students in the classroom's learning process. In line with Israwati's (2014) research, teaching in the school is significant to support students' knowledge, skills, and values so that the results of this transformation have meaning for students.

Disciplined students usually attend on time, comply with all applicable regulations, and behave according to applicable norms. Discipline is a condition formed from a process and a series of behaviors that show the value of obedience, obedience, and order. It is expected to create a comfortable and peaceful learning environment in the classroom (Rachman & Agustian, 2016).

The reward is a means to educate children to feel happy because their deeds or work are rewarded. Whereas the reward is a means of repressive education that is fun given to children who excel in teaching, have progress and good behavior, and become role models for companies. Besides, it can ignore that appreciation is an award that becomes a motivator or motivation for students who form a confident person in carrying out their obligations and duties to achieve fulfilling goals (Purwanto, 2006).

The results of Surbakti's research (2019) state that reward is one way or educational tool to educate students to feel happy because their actions and work are rewarded. In more detail, there are several rewards such as praise, awards, and material prizes. In line with Sujiantri (2016), giving students sufficient attention with all their potential is a simple form of motivation. Many do not have the motivation to learn because they do not feel alert.

Furthermore, Schunk (2008) states that using rewards in the classroom will increase student motivation. Rewards convey information about skills or competencies if they are linked to actual performance or progress, such as when teachers praise students for learning new skills or gaining new knowledge. Therefore, when the teacher gives the reward, students can associate behavior with happiness feelings (Santrock, 2004). Isnadini & Rasmawan's (2014) study showed that students' high self-efficacy was measured using a self-efficacy

questionnaire with a total approval percentage of 75.2% with a strong interpretation. It shows that students who have high self-efficacy will also have high learning outcomes due to their lack of effort to overcome obstacles.

Apart from reward, punishment or sanction is required in the learning process. Punishment is an educational effort to correct and direct students in the right direction, not a practice of punishment and torture that stifles creativity (Hamid, 2006). Also, Purwanto (2006) states that punishment is suffering caused or deliberately by someone (parents, teachers) after an offense, crime, or mistake has occurred. However, Holth (2005) defined punishment as a procedure in which an individual response (inappropriate action or behavior) has consequences. The response decreases in frequency, and the decrease in frequency occurs because of the response-consequence relationship, not for some other reason.

The same thing was stated by Lefrancois (2006) that punishment is similar to reinforcement, both of which are determined by their effect. However, the main difference between the two is that punishment involves suppressing a behavior, not reinforcing it as in reinforcement. In line with Widiyono et al., (2019) research results, there was an increase in the results of the cognitive domain of 69.23%, which was in the high category, 76.92 in the affective domain, which was also in the high class, and 84.61 in the psychomotor domain which was in the very high sort. It means that the impact obtained is to trigger students' enthusiasm to be competent, increase student's learning motivation, and increase the emotional bond between teachers and students. This research is supported by Wulandari (2014) that giving rewards and punishments to the experimental group can improve student's learning motivation in volleyball under-passing learning by 4.08%.

Purwanto (2006) classified punishment as preventive, repressive, associative, and logical punishment. Preventive punishment is a punishment carried out with the intention of not having violated it. This penalty is intended to prevent violations from occurring to improve before the breach occurs. Repressive punishments are punishments carried out because of an offense because someone made a mistake. In Misriyah's research (2015), the reward has implications for increasing motivation to take action according to character education values. Meanwhile, punishment implies that it will not repeat the mistakes that have been made.

Hermanto (2020) stated that there is a significant influence between the provision of punishment on student learning discipline. So this punishment is carried out after an offense or error has occurred. This punishment was used against older children. With this punishment, the child understands that the punishment is a logical result of bad work or actions. The child understands that the punishment he gets is the result of a mistake he has made.

Furthermore, Herman (1980) divided punishments into psychic punishments, words and sentences, stimulus psychic punishments, and painful punishments. In line with the discussion above, this study aims to determine the effect of reward and punishment on student learning achievement and learning discipline. Based on the explanation of the research results above, this study's novelty focuses on the effect of reward and punishment on achievement and discipline of students of SMA Negeri 2 Tolitoli.

LITERATURE REVIEW

Past investigations from a few decades thoroughly investigated the effects of rewards and punishment on all school aspects. They are considering the importance of rewards and punishment in education. Researchers have conducted many studies focusing on the impact of these two techniques on student's learning behavior. According to Bernstein (2011), people are pulled toward behaviors that offer positive incentives and pushed away from behaviors associated with negative stimuli". Many educators and researchers have very different views on the effects of rewards as, according to Deci et al., (2001), rewards do not increase a student's intrinsic motivation to learn.

Miller et al., (1998) found in their study through a survey within one inner-city primary school of 49 pupils, six teachers, and 64 parents or guardians shows parents and their children are strongly agree on the effectiveness of possible school initiated rewards. Still, they considerably disagree over the use of punishment or sanctions. Rehman & Haider (2013) explained in their study that learning is not possible without motivation, and teachers usually used rewards and punishment as motivating factors to improve their students' learning in classrooms. Ilegbusi (2013) explained that punishment is just a temporary drive. Students inspired by fear of punishment usually stop work once the fear is removed. So, it's challenging to use punishment effectively to motivate the learning of students.

RESEARCH METHOD

This research employed descriptive qualitative research. The descriptive analysis describes and interprets events, conditions, or situations of the present. The sample of this research was the students of SMA 2 Tolitoli. In this study, purposive sampling was used. One of the critical things in doing research is how to get and collect the data. The researcher has to apply the research instrument. The primary device in qualitative research is the researcher because developing the information is found by the researcher. Find information in this research needs several agencies such as documentation, questionnaire, and interview. Instruments such as cameras and handphones are used to record important events in an event

both in photos and videos. In contrast, ballpoint and books are used to write data information obtained from sources.

FINDINGS

Giving rewards on students achievement and discipline can undoubtedly be seen from the types of rewards teachers offer to students to affect their learning achievement and discipline or no effect when given a reward from the teacher. From the interview that the researcher has conducted on class XI IPA 1 students of SMAN 2 Tolitoli, teachers apply so many rewards to students in the classroom and outside learning, which are very useful or affect student learning achievement and discipline. The researcher was found that the types of rewards that teachers most often gave to students were praise, respect, giving material prizes, and signs of appreciation.

Praise

The first is praise. The teacher applies this type of reward by giving credit in the form of words, applause, or thumbs up to students who have succeeded in doing something from the teacher. In this research, the researcher found that several students had received praise. It can be seen from the results of the first interview that DH.

Interviewee: I was given praise "your answer is perfect" from the teacher when answering questions correctly and the fastest.

From the interview results above, the student said she received congratulations "your answer was perfect" when she has successfully answered the question from the teacher correctly and fastest from other friends in the class. However, something different from the first student who was congratulated when she responded to the question correctly and the fastest. This second student received praise from the teacher when she succeeded in getting the first rank in his class. It can be seen from the results of the interview by NN.

Interviewee: I was given praise from the teacher when I ranked first in my class.

The student who received praise from the teacher was Rifka Fadila. She was given praise from the teacher when completing the task the fastest or the first compared to other friends. It can be seen from the results of the interview from Rifka Fadila.

Interviewee: I was given praise from the teacher for completing the task the fastest or the very first compared to other friends.

Then the student who received praise from the teacher was a male named Wahyu Perdana. The teacher praised him because he was on time in submitting assignments compared to his friends, it can be seen from the interview results from Wahyu Perdana.

Interviewee: I was given praise "your job is excellent" from the teacher when collecting the teacher's assignments compared to other friends.

The next student who has received praise is Nadia Syafira, the same as the previous student. She received praise from the teacher for submitting assignments on time compared to other students. It can be seen from the results of an interview with Nadia Syafira.

Interviewee: I was praised by the teacher when I submitted my assignments on time & the fastest compared to other friends.

When students get the highest score at the test time, they will also be praised by the teacher, such as a student named Umy Masitha. She is given praise from the teacher when she gets the highest score during the class test. It can be seen in the interview results from Umy Masitha.

Interviewee: I was given praise from the teacher when I got the highest score in-class tests.

And the last, different from previous students who received praise from the teacher when they were the best in the learning process in class, either in doing assignments, tests, or class ranking. And activities outside the school during the previous student's actions inside the school. This one student was given praise from the teacher when he participated in the Olympics. It can be seen from the results of the interview with Putri Nabilah.

Interviewee: I was once given praise from the teacher when I participated in the Olympics on behalf of the school

For some students, praise from the teacher dramatically increases students' achievement in learning. From all the results of student interviews, which get rewards in the form of praise from the teacher, it can be seen that some student actions deserve praise, both in the learning process and outside the learning process. Because not all students do the same, of course, students who get praise feel happy and proud because not all students get a compliment from the teacher, and of course, these students will try to maintain their achievement.

With the teacher's giving of praise, it will certainly motivate other students to study even harder so that they can be like their friends who have already received praise from the teacher. It raises motivation built up from within the students who want to study even more challenging and can achieve so that they can be like other students who get praise first from the teacher.

This study also found rewards in the form of respect from teachers to students. Respect is almost the same as praise, but its application is more directed at students who excel or have done something well than other students. Then it was announced by the teacher in front of his classmates because of his achievements so that the student got the respect of other classmates. It can be seen from the results of the student interview Nurnaningsi.

Interviewee: I was given respect from the teacher in the form of saying, "Be an example for your peers in class" in front of the class when doing the teacher's assignment on the board correctly.

From the interview results above, she was given a greeting from the teacher in front of her classmates when she worked on the teacher's questions on the blackboard. The student was proud because the teacher announced her achievements in front of other students in the class. The teacher gave her respect in the form of "be an example for your friends. In the classroom".

Respect

Respect also raises students' learning achievement to increase because they feel superior compared to other students when called to the front, and the teacher respects them. It is also evidenced in the student interview results, which show that giving rewards affects student achievement and makes students even more active in learning.

Each student certainly has a different character. Therefore, teachers certainly have other ways of giving students rewards by providing praise and respect to increasing student motivation and providing material prizes to students. That way, students will try hard and study harder to get it. It can be seen from the results of interviews with several students who have received rewards in the form of material gifts from the teacher. The first is Rahayu; in the interview, she said that the teacher had given her a gift during a class lecture competition at school. It is outside the learning process or extracurricular activities.

Interviewee: I was given a gift from the teacher during a lecture competition between classes at school.

Material Prizes

Furthermore, different from students who first received a reward in the form of a teacher's gift during a lecture competition outside the learning process. This student was given a reward in the form of a teacher's grant during the learning process, to be precise daily tests. The student managed to get the best score of 100 and became the best of other students in the class so that the teacher gave a prize in the form of food. It can be seen in the interview results from Fadilah.

Interviewee: I was given a food gift from the teacher when I got 100 in daily tests and became the best of the other students in the class.

Then the reward in the form of a gift that teachers often give to students is stationery. In the results of student interviews, the type of reward most often students get from the teacher is a gift in the form of paper compared to other kinds

of rewards. The result of the interview, which the researcher took as a representative, was Bila Amalia.

Interviewee: I was given a stationery gift from the teacher when I got a ranking in class.

From the interview results above, she said that she was given a gift by the teacher in stationery when she got a class ranking. Different from the previous student who received a stationery prize when the student was ranked in the class. This student was given an award because he could complete the teacher's assignment well and faster than other students. This statement can be seen from Muh. Hidayat.

Interviewee: I was given a teacher's stationery gift when I finished the assignment well and the fastest.

From this research, the reward in the form of a gift that most often the teacher gives to the best students in the learning process in class or outside the classroom is food and stationery. It is very popular with students in the class to get these prizes and increase student achievement.

Signs of Appreciation

This reward is different from the types above of reward. It is often given at the end of the semester. The receipt of student report books that the teacher gives is an award and a certificate usually accompanied by a semester report book. In this research, several students said the same thing was given awards and credentials when they were ranked in class and presented at the end of the semester at the acceptance of the student report book. It can be seen in the results of the interview by Dwi Muis Saputra, who the researcher chose as a representative.

Interviewee: I was given a certificate of appreciation and certification by the teacher when I got a class ranking at the report book's receipt.

The Punishment Toward Student's Achievement and Discipline

Punishment is a learning method that the teacher applies when students break the rules in the learning process or outside the learning process in class. It is for student's good to not repeat their mistakes and become better in the learning process. In this research, the types of punishment that teachers often give to students who have problems include physical punishment, using words and sentences, inconvenient discipline. It is evidenced in the results of interviews with students.

Physical Punishment

Physical punishment results in physical pain imposed on students who commit actions that violate the existing rules in school, either in the learning process or before the learning process in class. In this study, it was found that this type of punishment is often given to students who violate the school rules, which aim for the good of students in the learning process and can motivate students not to violate the rules again. As for physical punishment found in the study is pinching.

The teacher must pinch students because they have made mistakes in class, such as being late to class, not completing homework, or playing/making noise during the learning process in class. It can be seen in the results of interviews with several students. Researchers chose the results of interviews with NadyaNurmaidah as representatives. She said that the teacher was punished when she was late to class and didn't do the teacher's homework. It can be seen in the results of her interview.

Interviewee: I was given the punishment of being pinched by the teacher when I came to class late and did not finish my homework.

Inconvenient Punishment

Inconvenient punishment is a punishment in which students are made uncomfortable to make students regret their mistakes that have violated the existing rules in school. In this research, it was found that teachers most often applied this type of punishment to students. There are several types of inconvenient punishment that teachers usually use, such as running around the field, standing in the area, doing assignments outside the classroom, standing in front of the class, and throwing the rubbish. It can be seen in the results of interviews with several students who have received inconvenient punishment and from subject teachers.

Some of the interviews results that the researcher chose as a representative include the first is Putri Nabilah. She said that when she played with other students in the class and made a lot of noise during the learning process in class, the learning process was disturbed. She was given a punishment from the teacher running around the field with other students, which can be seen in the interview results below.

Interviewee: I was given a sentence to run around the teacher's field while playing and making noise with other students during the class's learning process.

The teacher also confirmed teacher interviews' results about giving rewards and punishments to student motivation, especially giving a penalty to students. He said that he often punished students running around the field as a

deterrent effect for their mistakes in giving punishment to students. They were given such a penalty because if students were only given a warning, they would repeat their mistakes. It can be seen in the results of the interview with Miss Yuliawati, S.Pd., M.Pd as a subject teacher below.

Interviewee: to giving punishment, I often take it in the form of physical punishment, for example, running around the field when a student is doing an assignment, but the teacher shouldn't do it often. But if the student is only given a warning when he makes a mistake, the student will repeat his mistake again.

Then different from before, this type of inconvenient punishment is standing in front of the class. In this research, it can be seen this punishment often includes the teacher gives during the learning process to students who make mistakes such as sleeping during the learning process, cheating during tests, playing & making noise during the learning process, etc. Several students interviewed by researchers said that they had received this punishment from the teacher. Of course, this punishment makes students who receive it feel uncomfortable and feel ashamed not to repeat their mistakes and motivate themselves to be even better in the future. It can be seen in the results of the interview by Muh. Hidayat, which the researcher chose as the representative.

Furthermore, the inconvenient punishment teachers often give to students when they make mistakes is standing in the field. This study found that the teacher gave this punishment when students did not complete the assigned homework, playing during the learning process. This punishment makes students uncomfortable and will make students not repeat their mistakes and motivate themselves to study harder not to get the punishment. The interview results from Febrianto, who the researcher chose as a representative, can be seen.

Interviewee: I was given to stand in the school field by the teacher when I didn't do the homework that was given

The last inconvenient punishment is doing assignments outside the classroom. Usually, students only play in the learning process in class, so they do not focus on the lesson and cannot complete the teacher's assignment correctly. It causes the teacher to give this punishment so that students can reflect on their mistakes so that they can learn again because they are motivated not to repeat previous mistakes. In this study, several students had received this punishment from the teacher. It can be seen in the results of the interview from Ramadani, which the researcher chose as a representative.

Interviewee: I was given a penalty for doing assignments outside the classroom while playing during the learning process & not doing tasks from the teacher.

Apart from the types of punishment that the researcher wrote down earlier, several punishments were still found in student interviews. The teachers didn't often give them such disciplines as singing in front of the class, telling students to change seats, and leaving the classroom. All types of punishment given by the teacher are intended for the good of students so that in the future, they do not make the same mistakes again and can be more active and increase their learning motivation so that the learning process can run well. However, it depends on the way students respond to the punishment given by the teacher.

DISCUSSION

This study focused on reward and punishment on second-grade student's achievement and discipline at SMAN 2 Tolitoli. Student learning achievement is significant in the learning process, where learning achievement results from the entire student learning process in class. Teachers must have a way so that students can excel in class. One of them is by implementing reward and punishment. Therefore, the teacher applies rewards and punishments to students to aim that students have the motivation to learn in every learning process and focus on learning. It is useful for increasing achievement and increasing grades, and maintaining their achievement.

With the application of reward and punishment, the balance between students who behave well and students who often make mistakes in class can also be seen. Rewards tend to be given to students who have good behavior and achievements to appreciate what these students have done well. The hope is that these students can motivate themselves to maintain their achievements. It is also hoped that these students' achievements can inspire other students to study harder. Relevant to the results of Melinda's research (2018) states that there is a positive and significant influence between reward and punishment on the learning motivation of grade VI students at SDN Merak I Tangerang Regency. His research shows that on average reward and punishment get 77%, which is in the excellent category.

Punishment is more aimed at students who have problems or often make mistakes at school. The teacher applies punishment to trigger a deterrent effect so that students don't repeat their mistakes again and so that other students do not copy their mistakes. These students become more disciplined at school, make students enthusiastic in the learning process, behave well, and not make mistakes at school. There are many rewards and punishments that teachers can give to students depending on the teacher's creativity in choosing them so that the application of rewards and penalties can be useful in improving student learning achievement and discipline. In line with the results of Sofiana's (2017) research, it is stated that granting punishment improves mistake offenders so that they do not

make the same mistakes. Besides, punishment is also intended to influence self-awareness so that it will raise awareness not to commit the same violation.

In this study, researchers found several types of reward and punishment that teachers often apply to students to increase student achievement and discipline both in the learning process and outside the learning process. Giving reward and punishment to students affects their learning achievement and discipline. It can be seen from the results of the interview that almost all students say the same thing. Students feel motivated to study harder and maintain their achievement when given a reward and feel motivated to be better and not repeat their mistakes when given punishment. Students agree to implement it. Reward and punishment in the learning process and feel interested, but students say that the application of reward and punishment must be balanced in the learning process.

In this study, it was found that the effect of reward and punishment on student achievement and discipline, among others, increases student enthusiasm for learning, motivates students to maintain achievement, and makes students more disciplined in learning. It is one of the teachers' abilities in managing the class. And from the results of interviews with all students and the teacher's value data, it can be seen that reward and punishment significantly affect student learning achievement as evidenced by changes in grades in the first semester and second semester and makes students more disciplined. These results follow Sari & Hadijah's (2017) research that class management through giving rewards and punishments can significantly influence student awareness and student behavior in learning, one of which is shown through student motivation. In the second semester, the teachers who teach them apply reward and punishment in learning to change from the first semester to the second semester. There was a significant increase in student scores from the first and second semesters when the teacher applied reward and punishment. Students are disciplined in the learning process and did not make mistakes again.

CONCLUSION

Giving rewards and punishments for student achievement and discipline is proven to increase student enthusiasm for learning, motivate students to maintain achievement, and make students more disciplined. There was a significant increase in student scores from the first and second semesters when the teacher applied reward and punishment. Students become more disciplined in the learning process and do not make mistakes again. It shows that the application of reward and punishment succeeded in increasing student achievement and discipline in the learning process.

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